LOOKING FORWARD

JALT2012 LD SIG FORUM
Defining Learner Development: Different Interests

Andy Barfield, Chuo University
Theorizing learner development: Our own experiences
Local Learner Development SIG get-togethers in Tokyo are non-presenter based, with participants working in discussion/small-scale practitioner research groups on learner development themes such as collaborative learning, learning strategies, self-assessment, and vocabulary development. In this presentation I focus on (i) how different teachers conceptualize the particular issues of learner development practice that they are interested in, (ii) and what particular working theorisations of learner development that they put forward, and where the "knots" lie for them in aligning practices and theories of learner development.

Hideo Kojima, Hirosaki University
Advising for professional development in the practice of collaborative, autonomous, and reflective EFL learning
Today, Japanese teachers of English as a foreign language (EFL) are strongly expected to develop students' communicative competence and autonomy in EFL learning. The author (Advisor X) helped a lower secondary school teacher (Teacher A) to promote his professional competence and autonomy in EFL teaching. Teacher A was required to open his class at an annual conference for secondary school EFL teachers in the Tohoku region. He was assisted by Advisor X and other teachers in implementing strategy-based collaborative, autonomous, and reflective learning in his classes. In spite of various constraints, Advisor X's collaborative and reflective support seemed to be effective in promoting Teacher A's professional development and the reciprocal relationship between teacher autonomy and learner autonomy.

Allen Lindskoog, Chuo University & Hosei University
The use of technology, Web 2.0 and collaborative learning
The six cognitive dimensions to learning, remembering, understanding, applying, analyzing, evaluating and creating are very one dimensional. With the advent of the internet, new technology and specifically Web 2.0, it takes on two dimensional characteristics which can create and support a more engaged and cooperative learning environment both in and outside the classroom. With the availability of Web 2.0 tools what becomes clear is the power students have to, learn, create and solve together. Furthermore, Web 2.0's variety of tools offers both the teacher and students the ability to choose what tool best matches learning styles.

Aiko Minematsu, Teachers College Columbia University / Joshi Gakuin High School
Learner development through self-evaluation and reflection
This presentation introduces ways in which learners' reflection and evaluation of their own learning facilitates learner development in a secondary school EFL classroom. An analysis of reflective journals and self-evaluations written by tenth grade high school students will be shared, focusing on how the reflections work to raise their metacognitive awareness of

learning processes. Specific ideas for providing feedback and implementation in large-sized classes will also be shared.

Bill Mboutsiadis, Meisei University & University of Toronto, & Masashi Nakamura, Temple University
The role and benefits of implementing Student assistants in a Learner Autonomy Development class within a CALL rich learning environment
Meisei University's International Studies Department is promoting learning autonomy (LA) through its CALL LA course. The mixed ability class format and the use of technology in this course have created particular challenges that the use of senior and graduate student assistants has attempted to overcome. This reflexive presentation includes teacher and learner reflections, student artifacts and surveys to demonstrate a synthesis between language learning and language use arising out of the complexity of person, process and context. The learning opportunities that have been created have underlying socio-cultural frameworks that include near-peer role models, imagined communities, dynamic assessment, learning advising and the sharing of management   in learning.

Martin Mullen, Christopher Fitzgerald, Paul Crook Meisei University
Learner Autonomy Development class within a CALL rich learning environment - A Pedagogical Innovation in the making
Learner autonomy is becoming an important EFL pedagogical goal, learning philosophy and a teaching approach. Meisei University's International Studies department is promoting learning autonomy (LA) through its CALL LA course. This presentation outlines the current stage of this program and the complexities resulting from defining LA for both students and teachers. The result has been the development of a model of LA that is socially, culturally and pedagogically sound and reflective of the specific Japanese context. This reflexive presentation offers teacher and learner reflections, and student artifacts as they demonstrate a synthesis between language learning and language use arising out of the complexity of person, process and context.

Yoko Munezane, Aoyama Gakuin University
Effect of goal-setting on speaking in EFL classroom
This presentation reports on the effect of goal-setting on university EFL learners' willingness to communicate and actual speaking performance within the theoretical framework of socio-cultural view. Based on Dörnyei's (2005) concept of Ideal L2 Self, content-based lessons were designed so that learners could imagine that they belong to the wider world of global community as they engage in tasks and group projects.   After an introduction to goal-setting activities, learners articulated their speaking goals in each class and kept record. As a result, learners' willingness to communicate and speaking performance enhanced and they showed the sign of growing toward autonomous learners.

Hugh Nicoll, Miyazaki Kouritsu Daigaku
Co-constructing Academic Literacy
This presentation will report on the work my third-year American Studies seminar students are doing to become more autonomous learners in their studies of American literary texts. I will focus on three primary areas of our negotiated practice: (1) ways in which seminar members work together in small group research project teams; (2) ways they support each other in our shared readings; and, (3) ways in which we negotiate teacher support for the development of vocabulary learning strategies and academic literacy skills. The two primary

theoretical frameworks are (a) the social-constructivist theories of teaching and learning in the work of Eleanor Duckworth, and Dick Allwright's work in Exploratory Practice.

Mike Nix, Chuo University
Learner development: Interpreting the world or changing it?
"Education either functions [to] bring about conformity or it becomes the…means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world." Paulo Freire's assertion crystallizes a conundrum for me as a teacher wanting to help learners in my English classes develop a critical stance towards the world. If we reject education for conformity, is it enough to encourage our students to interpret the world critically without helping them try to change it? Or, to put it slightly differently, if we encourage our students just to interpret the world without helping them to actually change it, do we end up educating for conformity? This presentation considers one way to foreground transformation in learner development: students researching possibilities for their own activism on an issue of concern.

Jo Mynard & Katherine Thornton, Kanda University of International Studies
Advising language learners: How directive should we be?
Advising in language learning is the process of helping learners to determine their own paths so as to become more effective autonomous language learners. The presenters will explore the role of a learning advisor and discuss the question of how directive an approach is most effective for promoting learner autonomy. The presenters will suggest that all those involved in promoting learner autonomy, not just advisors, can benefit from examining the level of directiveness that may be appropriate in a variety of learning contexts. In some cases a non-directive stance is more appropriate and alternatively sometimes a more directive approach may be more effective.

Alison Stewart, Gakushuin University
Autonomy and learning in collaborative groups
Collaborative learning is often promoted as a form of learner autonomy, despite the fact that working with others may in fact limit personal freedom and opportunities for development. Through exploratory practice, my students and I seek to clarify how working with others may or may not enhance learning and/or autonomy. Members of my TEFL and Applied Linguistics seminar class have formed small collaborative special interest groups as a way of supporting their individual research. The students themselves will examine learning and autonomy in their groups, using various research methods, and their results will be included in the presentation.

Stacey Vye, Saitama University
Learner driven development: Autonomy as they see it
Learner Autonomy theorists have rigorously researched different ways of theorizing and providing practical approaches for how autonomy can be developed with learners in various contexts. Inevitably, the development of learning emerges within the learner themselves as they are the ones partaking in the learning. This study asks 20 university students to reflect on their developmental progress as a learner of English in three areas of focus after two academic semesters of seminar study: with their peers, their advisor, and by themselves. The research is supported by the Japan Society for the Promotion of Science (JSPS) and also measures learners' English proficiency gains by pre- and post-IELTS level tests to see to what extent their language proficiency has improved.